

# Supplemental Memorandum

**To: STATE BOARD MEMBERS**

**Date: June 30, 2003**

**From: Geno Flores, Deputy Superintendent**

**Re: ITEM #17**

**Subject: NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP):  
REPORT OF NAEP 2002 READING RESULTS AND AN UPDATE ON NAEP  
ACTIVITIES FOR 2003-2004.**

Please insert the following attachment:

Attachment 2: [NAEP Update 2003-2004 \(Pages 1-5\)](#)



## NAEP Update 2003-2004

### About NAEP

The National Assessment of Educational Progress (NAEP) is a national testing program run by the U.S. Department of Education, National Center for Education Statistics (NCES). State NAEP assessments in reading and writing will be conducted every two years as a result of the NCLB legislation. Other assessments will be offered in off years. All NAEP assessments involve a sample of students from the state and/or nation. All the assessments are matrix tests, so results are not available for individual schools and students.

### California NAEP Coordinator

Beginning in 2002 NCES provides support to states for a full time NAEP coordinator. Eric Zilbert is the State NAEP Coordinator for California. He can be reached by e-mail at [ezilbert@cde.ca.gov](mailto:ezilbert@cde.ca.gov). His phone number is (916) 319-0332.

### The Nation's Report Card Web site

NCES provides a Web site presenting NAEP information. The Web site provides access to NAEP results, frameworks, sample questions, scoring guides, and sample student answers. Most NAEP publications can also be accessed from this site. The Web site address is <http://nces.ed.gov/nationsreportcard>.

### Upcoming NAEP Activities

During the 2003-2004 school year several NAEP assessments will be taking place. All of these assessments are voluntary for schools and districts with the exception of the State NAEP Field Test at grades 4 and 8, which is required for schools in districts receiving Title I funds.

Dates	Assessment	# of CA Schools
Oct-Dec 2003	Long Term Trend: Age 13, reading & math	80
Oct-Dec 2003	Grade 12 Foreign Language Pilot (Spanish)	32
Jan-Mar 2004	State NAEP Field Test, grades 4, 8, 12	130
Jan-Mar 2004	Long Term Trend: Age 9, reading & math	90
Mar-May 2004	Long Term Trend: Age 17, reading & math	70

Several sets of results will also be released in the coming months. The results of the 2002 reading assessment were released on June 19 and are reviewed below. On July 10<sup>th</sup>, the results of the 2002 writing assessment will be released. Also scheduled for release in July are the results of the Trial Large Urban School District assessment for 2002. The Los Angeles Unified School District participated in the trial assessment along with Atlanta, Chicago, Houston, and New York city school districts.

## Results of the NAEP 2002 Reading Assessment

### Overview of Participation in the 2002 Reading Assessment

In 2002 participation in NAEP was voluntary for all districts, schools and students. Because NAEP is only administered to a sample of students, it is critical that as many schools as possible participate in the assessment. NAEP results are not provided to states in which the participation rate falls below 70 percent. NCES flags results where participation falls below 85 percent as being of questionable accuracy. (In 2003 participation in state NAEP was required for districts receiving Title I funds. The participation rate for both 4<sup>th</sup> and 8<sup>th</sup> grades was 99 percent).

In addition to participation, exclusion of students due to learning disabilities and/or limited English proficiency is important to consider when interpreting NAEP results. Each state determines its own policies for exclusion. The exclusion rates for the states and territories assessed ranged from 3 to 12 percent at grade 4, and 2 to 10 percent at grade 8. California had one of the lowest exclusion rates in the nation, and showed the greatest reduction in exclusion at grade 4.

**Table 1. California Participation in NAEP Reading 2002**

	<b>Grade 4</b>	<b>Grade 8</b>
Total number of schools	143	125
School participation rate (%)	71	70
Number of students in sample	4,290	3,294
Number of students assessed	4,016	3,124
Percent of students excluded 2002	5	4
Percent of students excluded 1998	14	4

California experienced significant changes in the composition of its population between 1998 and 2002. At the 4<sup>th</sup> grade level the proportion of White students in the sample declined from 46 percent to 34 percent, while the proportion of Hispanic students increased from 29 to 47 percent. Changes at the 8<sup>th</sup> grade were less dramatic with the White population declining from 40 to 35 percent and the Hispanic population increasing from 37 to 45 percent. Changes in the composition of the population must be considered when comparing scores from 1998 to 2002.

California had the highest proportion of English Learner (EL) students in the nation. At the 4<sup>th</sup> grade level 29 percent of students were classified as EL, up 3 percentage points from 1998. At the 8<sup>th</sup> grade level 20 percent were classified as EL, up 2 percentage points from 1998.

	<b>Grade 4</b>		<b>Grade 8</b>	
	<b>California</b>	<b>Nation</b>	<b>California</b>	<b>Nation</b>
<b>Classified as EL</b>	29%	9%	20%	6%
<b>Excluded due to EL</b>	3%	2%	2%	2%
<b>Classified as disabled</b>	7%	13%	10%	13%
<b>Excluded due to disability</b>	3%	5%	2%	5%

## Overall Results

The Average Scale Score of grade 4 students overall improved by 4 points over 1998 and was significantly higher than in 1994. The average scale score for 8<sup>th</sup> grade students decreased by 2 points from 1998 to 2002. This was not a statistically significant difference. These changes in performance paralleled changes in Stanford Achievement Test, Ninth Edition, scores for these grades between 1998 and 2002.

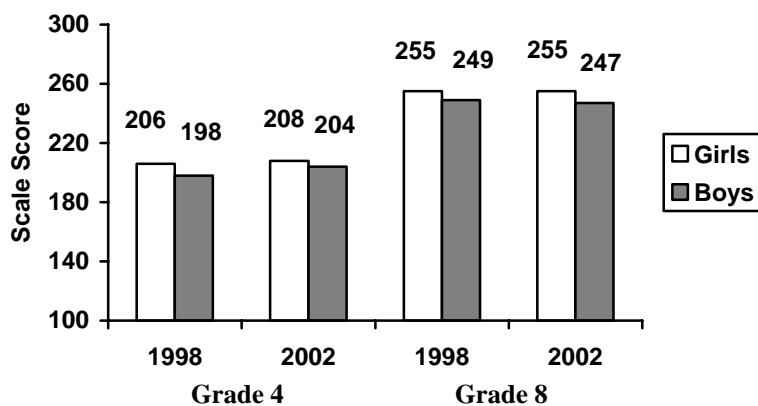
**Table 2. History of NAEP Reading Scores for California**

Grade	Year	Scale Score		Achievement Level		
		State Avg.	[Nat. Avg.]	Basic	Percent at or Above Proficient	Advanced
4	1992	202	[215]	48	19	4
	1994	197	[212]	44	18	3
	1998	202	[215]	48	20	4
	<b>2002</b>	<b>206</b>	<b>[217]</b>	<b>50</b>	<b>21</b>	<b>4</b>
8	1998	252	[261]	64	22	1
	<b>2002</b>	<b>250</b>	<b>[263]</b>	<b>61</b>	<b>20</b>	<b>1</b>

## Results by Gender

Scores on the reading assessment did not change significantly for boys or girls between the 1998 and 2002 assessments.

**Figure 1: California NAEP Reading Results by Gender**



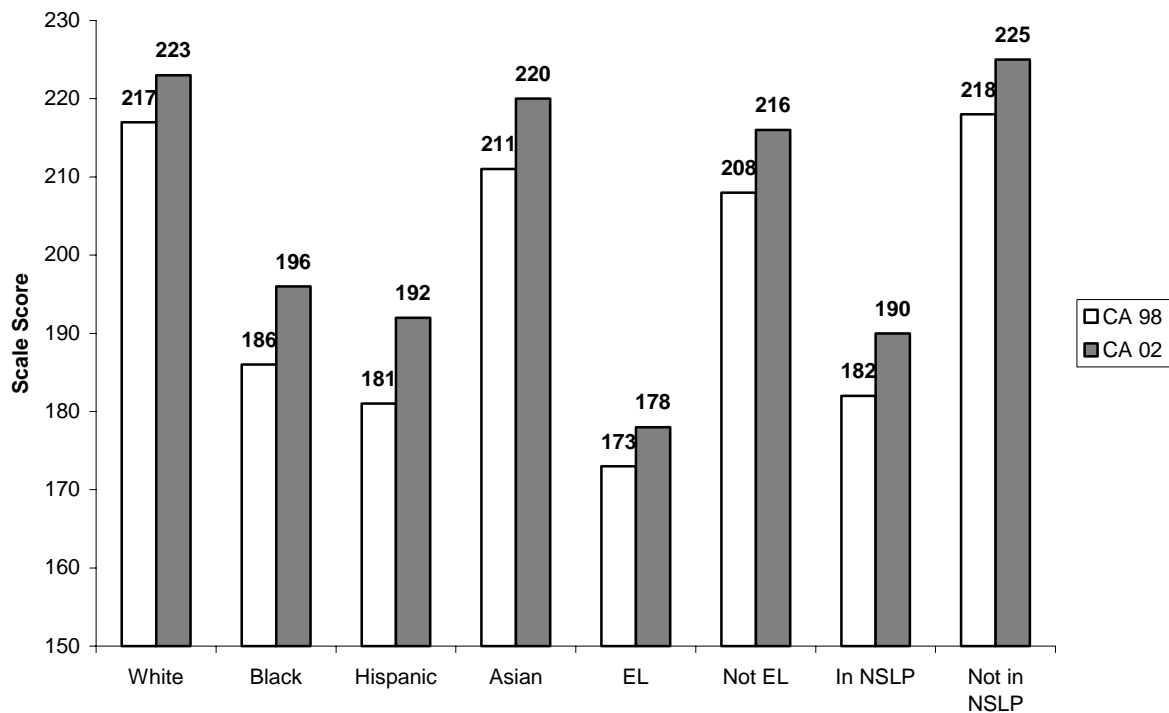
## Results by Subgroup (Ethnicity, EL, NSLP)

Figure 2 presents the NAEP reading results by ethnicity, English Learner (EL) status, and National School Lunch Program (NSLP) participation. It is important to note that the categories of EL and NSLP overlap with each other and with the various ethnicities.

#### Grade 4

- White and Asian students scored significantly higher than did Black and Hispanic students. The scores of Asians and Whites were not significantly different.
- The average scale scores of Black, Hispanic, and Asian students rose significantly between 1992 and 2002.
- Students classified as English Learners (EL) had the lowest scores of any group. The gap between EL and non-EL students in 2002 was 38 points, slightly less than in 1998.
- Students participating in the National School Lunch Program (NSLP), had significantly lower scores than students not participating in NSLP. The gap in scores in 2002 was 35 points, one point less than in 1998.

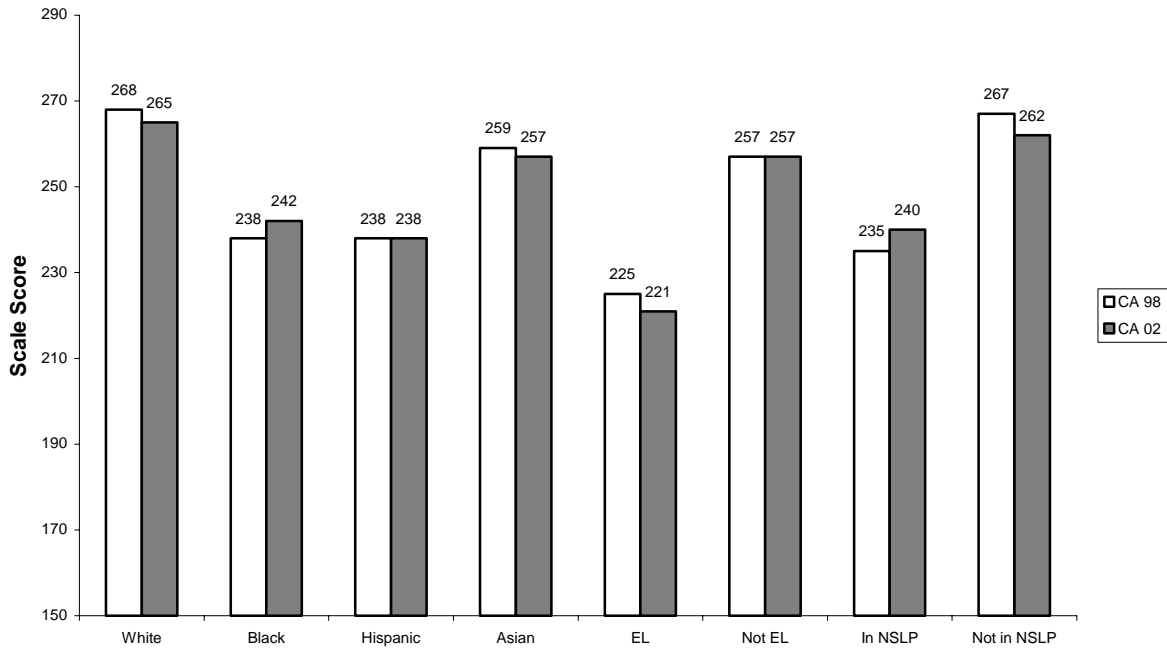
**Figure 2.** California NAEP Reading Results by Subgroup, Grade 4



#### Grade 8

- Scores were relatively flat for all subgroups.
- White and Asian students scored significantly higher than did Black and Hispanic Students. The scores of Asians and Whites were not significantly different.
- Students classified as English Learners (EL) had the lowest scores of any group. The gap between EL and non-EL students in 2002 was 38 points, slightly less than in 1998.
- Due to an error in coding by the Los Angeles Unified School District, grade 8 data for NSLP status do not include data for the Los Angeles Unified School District,

**Figure 3.** California NAEP Reading Results by Subgroup, Grade 8



#### Hispanic Students Scores and EL Status

English Learner (EL) in California are mostly Hispanic. At the 4<sup>th</sup> grade level, 48 percent of Hispanic students were identified as EL. Non EL Hispanic students at the 4<sup>th</sup> grade level gained 17 points between 1998 and 2002, the largest gain of any subgroup.

At grade 8, 33 percent of Hispanic students were identified as EL. These students gained 2 points over 2002.

#### Parental Education and Reading Performance

Data on parental education was only collected at the 8<sup>th</sup> grade level. Students in the NAEP reading assessment reported a significantly lower percentage of parents having graduated from college in California (36 percent) than for the nation as a whole (46 percent). California students whose parents attended some form of higher education performed significantly better than students whose parents had no form of higher education.

**Figure 4.** Parental Education and 8<sup>th</sup> Grade Reading Performance

